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ABSTRACT

A collection of chapters examines the applicability of postmodern/poststructural theory to educational leadership and school restructuring in the United States today. Based on the assertion that educational administration research and publications have been traditional, conservative, and naive, this book presents a review of Weberian positivism, Levi-Straussian structuralism, the new postmodern theories in light of existentialism, and deconstruction and hermeneutics. Following Chapter 1, "Introduction," by Spencer J. Maxcy, the book is divided into three parts and nine chapters. Part I, "Post Modern Knowing," has three chapters: (2) "Social Relativism: A Postmodernist Epistemology for Educational Administration" (James Joseph Scheurich); (3) "One Postmodern Feminist Perspective on Educational Leadership: And Ain't I a Leader?" (Jackie Blount); and (4) "A Postmodernist Analysis of Educational Administration" (Jon S. Davies and William Foster). Part II, "Postmodern Processes," has three chapters: (5) "Postmodernism and Educational Leadership: The New and Improved Panopticon" (Joseph R. McKinney and James W. Garrison); (6) "Education Administration in a Postmodern Society: Implications for Moral Practice" (Charles J. Fazzaro, James E. Walter, and K. Kelly McKerrow); and (7) "Qualitative Criticism" (James D. Swartz). Part III, "Postmodern Organization," has three chapters: (8) "Educational Administration in the Postmodern Age" (Bill J. Johnston); (9) "Moral Leadership in a Poststructural Era" (Louis F. Miron and Richard J. Elliott); and (10) "Reconceptualizing Higher Education Organizations" (Barbara Curry). An "Afterword: Postmodern Directions in Educational Leadership," by Spencer J. Maxcy, concludes the volume. References, an index, and a list of contributors are included. (LMI)

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